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**A STUDY ON THE FIRST GRADE STUDENTS' UNDERSTANDING
OF PERSONAL PRONOUNS IN ENGLISH READING
TEXTS AT SMPN 1 SINGINGI**



UIN SUSKA RIAU

BY

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PEKANBARU
1443 H / 2021 M**

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**A STUDY ON THE FIRST GRADE STUDENTS' UNDERSTANDING
OF PERSONAL PRONOUNS IN ENGLISH READING
TEXTS AT SMPN 1 SINGINGI**

Thesis

Submitted in Partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)



BY

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Finally, the researcher realizes that this thesis is still far from perfections.

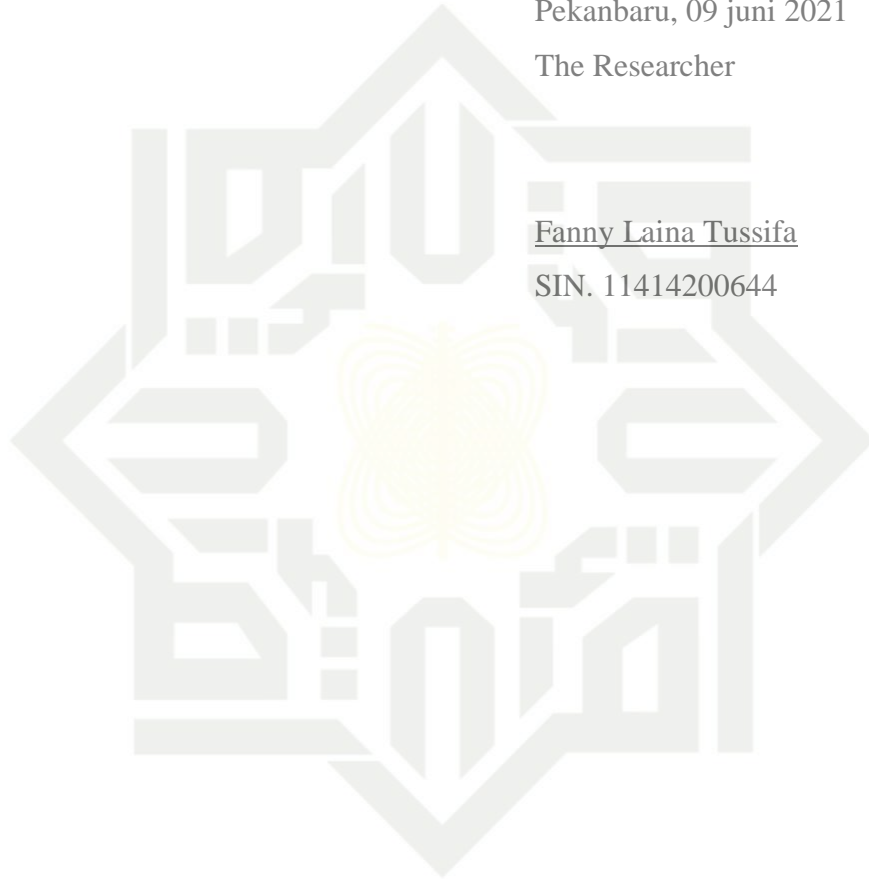
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Pekanbaru, 09 juni 2021

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ABSTRACT

Fanny Laina Tussifa, (2021) :

A Study on the First Grade Students' Understanding of Personal Pronouns in English Reading Texts at SMPN 1 Singingi

The problem of this research was to know how well the students' of SMPN 1 Singingi in Understanding personal pronouns in a text at SMPN 1 Singingi is. The research was conducted at SPMN 1 Singingi from Februari 3rd to Februari 27th, 2021. The population of this research was 40 students of two classes and researcher took 20 students of one class as the sample. This research was quantitaive- descriptive research. Researcher used fill-in-the-blank text test to collect the data. In analyzing the data, researcher collected and classified each item of the test and multiplied them by standardizing the scores that had been determined before. The next step was counted the percentage of the level of the students' ability in using personal pronouns. From the research findings, researcher found that the test was gained 1545 from total scores of all the students who joined the test. The average of students' scores was 77,25 and the sum of the total scores was 85%. It means that most of the students did well on the test and understood personal pronouns in reading text.

Keywords: *Study, Understanding, Personal Pronouns*

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ABSTRAK

Fanny Laina Tussifa, (2021) :

Penelitian terhadap kemampuan siswa tingkat pertama di SMPN 1 Singingi dalam memahami kata ganti orang dalam text Bahasa Inggris.

Latar belakang penelitian adalah untuk mengetahui seberapa jauh pemahaman siswa mengenai kata ganti orang dalam text bahasa inggris. Penelitian dilaksanakan mulai dari tanggal 3 Februari sampai tanggal 27 Februari 2021 di SMPN 1 Singingi. Jumlah populasi penelitian ini ada 40 siswa dari 2 kelas dan peneliti mengambil 20 siswa dari 1 kelas sebagai sampel. Jenis penelitian ini adalah deskriptif kuantitatif. Peneliti menggunakan test isian kosong dalam mengambil data penelitian. Dalam menganalisa data, peneliti mengumpulkan dan mengolah data dengan menggunakan standar nilai yang telah ditentukan sebelumnya. Langkah selanjutnya menyajikan data dalam bentuk persentase tentang kemampuan pemahaman siswa terhadap kata ganti orang dalam bahasa inggris. Berdasarkan hasil penelitian, dari jumlah total nilai 1545 dari seluruh siswa. Rata-rata nilai siswa adalah 77,25 dengan persentase 85%. Itu artinya siswa paham terhadap ganti orang dalam Bahasa Inggris.

Kata Kunci: Penelitian, Pemahaman, Kata Ganti Orang



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ملخص

فني لينة الشفاء، (٢٠٢١): بحث في قدرة تلاميذ الفصل الأول في المدرسة المتوسطة الحكومية ١ سينجيني على فهم الضمائر في النصوص الإنجليزية

خلفية هذا البحث هي إرادة الباحثة لمعرفة مستوى فهم التلاميذ عن الضمائر في النصوص الإنجليزية. وتم إجراؤه من التاريخ ٣ إلى ٢٧ فبراير ٢٠٢١ في المدرسة المتوسطة الحكومية ١ سينجيني. وعدد مجتمعه ٤٠ تلميذا من الفصلين، وأخذت الباحثة ٢٠ منهم ليكونوا عينات للبحث. وهذا البحث هو بحث وصفي كمي. واستخدمت الباحثة اختبار ملء الفارغ لأخذ البيانات. وفي تحليل البيانات قامت الباحثة بجمع البيانات وتحليلها باستخدام القيم المعيارية المحددة سلفا. ثم قامت بعرض البيانات في شكل نسبة مئوية عن الضمائر في اللغة الإنجليزية. وبناء على نتيجة البحث يمكن القول بأن تلاميذ ١٥٤٥ من جميع التلاميذ. ومعد درجاتهم ٧٧،٢٥ بنسبة ٨٥٪. كما أن تلاميذ يفهمون أمر الضمائر في اللغة الإنجليزية.



الكلمات الأساسية: بحث، فهم، الضمائر.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Nowadays, English becomes an essential language subject to education issues in Indonesia. Indonesian students learn English from elementary school up to university. By learning the English language, they wish can good communicate, and become more confident in English. Many young learners face difficulties understand English as their second language, which is different from their language, Bahasa.

In learning English, there are four skills that students need to learning, namely: listening, speaking, reading, and writing. Listening and reading skills that involve receiving messages are include as receptive skills. Speaking and writing skills that involve language production are a part of productive skills. Reading is a way to draw information from the text and to form an interpretation of that information. This statement does not tell us much about what happens when readers read and know a way to comprehend a text. Sometimes, students may know most of the vocabulary and understand the concept of a text but they may not follow the specific development of the text, new information presents, or the arguments are made. The process of education at school cannot be apart from the output of education itself. One of the educational substances which have an important role to determine graduation quality is a curriculum. So, the quality of graduation depends on the curriculum as the guidance in education.

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Nowadays, The National Education Department has changed the previous curriculum- School-Based Curriculum (SBC) 2006 – with the one called 2013 Curriculum. In the implementation of the 2013 curriculum, there are three related dimensions. They are planning, teaching-learning process, and learning evaluation. Based on the 2013 Curriculum, English subject is aimed to develop students' capability in communicative competence in interpersonal, transactional, and functional through written and spoken language. In this research, the researcher concerns about students' capability in the written aspect through reading text.

According to Rosniati Lubis in Scanlon (2010 p.9), reading is a complex process that requires analysis, coordination, and interpretation of some information. While Urquhart & Weir in William Grabe (1998 p.22) define reading as the process of receiving and interpreting information encoded in language from the medium of print. Reading becomes main because it will bring some advantages. By reading, students will gain a lot of information from various sources that can add their insights to the world and its development.

They also get more additional knowledge that has not been gained from the teacher's explanations at school. The information that is acquired can be important information that they need to know. Moreover, about everything that happened or something they do not know before, which will enrich their knowledge about everything. Sometimes, reading notice as a simple activity, but actually, it is a complex activity. It is not just spoken of symbols that form of writing but also to understand the purpose of the text. In reading, students look

forward to observing, understand, and think. In conclusion, the readers should be able to understand the message of the author.

Descriptive text is one of the texts taught in the first grade in junior high school. According to Gerot and Wignell in Jayanti (2019:3) descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc. Gerot and Wignell in Jayanti (2019:3) add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify the phenomenon or subject that is going to describe. While, description, the learners will describe specific parts, qualities, and characteristics of an object that is being described. They also explain the grammatical features (language features-simple present tense, action verb and adjectives- vocabulary, and mechanics) of descriptive text. Related to the idea above, there are some indicators of English descriptive text, that is generic structure (identification and description) and grammatical features (language features- simple present tense, action, verb, adjectives- vocabulary and mechanics. The subject of this research is the first grade of junior high school and the researcher focus on this research is the students' ability in understanding the language feature (pronoun) of descriptive text.

Based on the preliminary research at SMPN 1 Singingi, many students have difficulties in analyzing reading comprehension. First, students still used their traditional reading way, that is, still focus on printed symbols (words), finding difficult words. Second, they also did not know how to use the personal pronoun, but it occurred without understanding the meaning. Third, some students

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have tried to comprehend the text by reading it many times but they failed because they did not know its meaning. So, students could not find good impressions from the text they read then they did not realize what they read.

In some cases, students may not be fully familiar with the overall genre expectation of certain types of texts. Students recognize and are aware that something is not working the way they expect, but they do not know why. Reading is a skill that is highly valued by students and teachers alike. Students almost get texts in their studies. The text can be difficult or easy, depending on the factor inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. The text in reading material can be articles, advertisements, folktales, myths, legends, hero tales, or short stories that exist easily in newspapers or magazines.

Based on the interview, the researcher concludes that there are two problems students faces in understanding personal pronouns. First, students have difficulties understanding personal pronouns in their English sentences is difficult to identify the function of the personal pronoun in the text whether it is used as the subject, possessive pronoun, possessive adjective, or as the object. Second, when students have already understood *personal pronouns*, they are still confused about the time, when they should use the subject or object pronoun. Based on this reason, the researcher chooses *personal pronouns* as the main topic of this research because the students are still confused to evolve between *subject* and *object pronouns*.

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Based on the explanation above, the researcher is interested in studying students understanding of personal pronouns at the first-grade of SMPN 1 Singingi in learning vocabularies, entitled, “**A Study on The First Grade Students’ Understanding of Personal Pronouns in English Reading Texts at SMPN 1 Singingi**”.

B. The Problem

1. Identification of the Problem

Based on the background of the problem, it is well-argued that most of the seventh-grade students at the State Junior High School 1 Singingi, Regency of Kuantan Singingi still got some difficulty in understanding personal pronouns. As being stated before, the problems are identified as follows:

- a. Why are some students unable to identify the correct pronoun to be used in a sentence?
- b. Why did some students still have difficulties in learning grammar?

2. Limitation of the Problem

Based on the explanation above, it is important to limit the problems in this research. The researcher will only focus on studying the first-grade students’ ability in understanding personal pronouns in reading text.

3. The Formulation of Problem

Based on the background and limitation above, so the researcher formulated the problem as follow:

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- a. How well are the students of SMPN 1 Singingi in understanding personal pronouns in a text?

C. Objective and Significance of the Research**1. Objectives of the Research**

Based on the research questions above, the objective of this research states as follows:

- a. To know how well the students of SMPN 1 Singingi in Understanding personal pronouns in a text at SMPN 1 Singingi?

2. Significant of the Research

This research can be worthwhile for teaching and learning English. It expects to give some contribution to the English teacher, English teaching, and so on. The benefactions are as follows:

- a. To give a positive contribution to the students to know the capabilities of students in understanding personal pronouns in reading text.
- b. As an assessment instrument for the teacher to fix the problems of students in understanding the using of the personal pronoun in reading text, so that the teacher can find better methods and strategies to improve students understanding in using the personal pronoun in reading text.
- c. In this research, it is needed to do action research to improve students' understanding of using personal pronouns in reading text.

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D. The Reasons for Choosing the Title

The reasons why the writer chooses the title in researching topic “the study on the first-grade students’ understanding of personal pronouns in reading text at SMPN 1 Singingi” are based on some considerations below:

- a. The researcher wants to know how well is the students' understanding of personal pronouns
- b. The topic is relevant to the writer as one of the students of the English Education Division
- c. As far as the writer is concerned, this research title has never been conducted by any researchers

E. Definition of Key Terms

To avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the words are as follows:

1. Study

According to the Oxford dictionary (2008 p.441) state, a study is a piece of research that examines a subject in detail. In addition, the study is the act or process of applying the mind to acquire knowledge or understanding, as by reading, investigating, or reflection.

2. Understanding

According to the Oxford dictionary (2008 p.483) states that understand is known or realize the meaning of words, a language. Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message by which one can think

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about it and use concepts to deal adequately with that object. Understanding is often, though not always, related to learning concepts, and sometimes also the theories associated with those concepts.

3. Personal Pronoun

A Personal pronoun is a pronoun to be replaced a noun or a noun phrase that makes that noun or noun phrase is clear from the context. Williams (2005 p.61) argues. Pronouns that replace a duplicated noun are referred to as personal or common pronouns. Personal pronouns are short words used to represent people or things. The personal pronouns are I, you, he, she, it, we, and they. They are primarily used to avoid repetitions.

4. Reading

Reading is a complex process that requires analysis, coordination, and interpretation (Scanlon, 2010 p.8). According to Snown (2002 p.11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading is the process of looking at a series of written symbols and getting definitions from them. When we read, we use our eyes to receive written signs (letters, punctuation marks, and spaces) then we use our brain to convert them into words, sentences, and paragraphs that communicate something to us.

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CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Descriptive Text

According to Corbett (1983), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Tompkins (1994) and Stanley (1988) states that descriptive text is like painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. The descriptive text has the purpose to describe an object or a person that the writer is interested in.

Friedman (2010) defines that descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers. Furthermore, a descriptive text is considered as the simplest and easiest writing form compared to the narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989). it allows students to share interesting impressions of a person, a place, or an object surrounding them (Troyka, 1987).

The researcher defines descriptive as a text contently with basically describe something in a text with a generic structure.

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a. Generic Structures of English Descriptive Text

The generic structure of descriptive text contains definitions and descriptions. The description consists of a description of the purpose, description of features and their use, description of physical features, description of people, description of properties and interesting facts, and description of evidence today. Gerot and Wignell (1994: 208) and Yusak (2004: 49) add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

1) Identification

Identification is necessary to avoid having a general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing, or place. Masruri (2010: 1) adds that identification is a part of a paragraph that introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in the description part. It means that the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

2) Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject detail that is being described.

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Masruri (2010: 1) adds that description is a part of a paragraph that describes the character. So, the writer describes all information related to the topic.

b. The Grammatical Features of English Descriptive Text

1). Language Features (simple present tense, action verb, and adjective)

According to Personality (2011: 1), "the language features of descriptive text are the use of the simple present tense because it tells the object description, use of the adjective to clarify the noun/, for example, a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show activity (the activity can clear) for example use, write, bring, etc. The simple present tense is the most popular in use. It is due to the factual nature of a descriptive text. In this case, it is one of the tenses which is students should master in writing English descriptive text. If the students master it, they are easier to express ideas in good writing. Azar (2005) states; Simple present tense has patterns they are; 1)verbal sentence, and 2)nominal sentence.

Furthermore, using an adjective in writing English descriptive text is up to the writer to create excitement, interest, and beauty with their words. It means that adjectives are words that modify a noun or pronoun. It is to give more

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information so that the writer's meaning is clear to the reader. According to Parrot (2004: 18), adjectives are a class of words often called describing words because they provide information about the qualities of something described in nouns, noun phrases, or clauses.

2. The Nature of Pronoun

According to Eckersley (1980 p.91) says that pronoun is one of the parts of speech. The pronoun is the word used in a place of noun or noun phrase, such as he, me, them, and hers. Pronouns are a structured class whose members serve as substitutions forms noun phrases. The noun phrase for which a pronoun substitute is called the antecedent of the pronoun. The subcategories of pronouns serve as substitution forms to different degrees.

Abia in Nkopuruk (2013 p.2) sees the pronouns as those words used in place of the nouns to avoid unnecessary repetition. In other words, a Pronoun is a grammatical item used in substitute for a noun or noun group.

Example: *The two hungry teenage boys* are eating apples.

They are eating some apples. Word *they* replaces the noun phrase *the two hungry teenage boys*.

John admired *the woman who dared to stand up against the dictator*.

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John admired her. The word *the woman who dared to stand up against the dictator* is substituted with the word *her*.

- a. possessive pronoun
- as premodifier of the noun phrase:
my, our, your, her, its, their
 - as head of a noun phrase:
mine, ours, his, hers, theirs, yours

Example: This pen is mine. *Mine* is ownership of *this pen*.

I wash my car every day. *My* must be accompanied by the noun *car* because it cannot stand alone.

- b. Demonstrative pronoun: this, that, these, those

Example: Some new historical fossil books have been in the library.

Those books often are inquired by students and lecturers.

A blue pen was left out of the class.

This pen is mine.

- c. Reflexive pronoun: myself, ourselves, yourself, himself, herself, itself, themselves

Example: I will personally see to it. *Myself* is for emphasis the sentence the pronoun is as a postmodifier.

The boy blamed himself. *Himself* refers to the subject *the boy*.

- d. Interrogative pronoun: who, whom, whose, which, what

Example: What would you like to have for lunch?

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Which do you pick?

Which chair did you pick?

3. Personal Pronoun

According to Mellie and Panlene (1976 p.287), personal pronouns show their forms, whether they refer to the speaker, those spoken to, or those spoken about. Michael Swam (1995 p.431) says personal pronouns are used when it is necessary to use or repeat a more exact noun phrase.

English that is commonly used today has seven personal pronouns, they are:

- a) First-person singular (I)
- b) First-person plural (we)
- c) Second-person singular and plural (you)
- d) Third-person singular human or animate female (she)
- e) Third-person singular human or animate male (he)
- f) Third-person singular inanimate (it)
- g) Third-person plural (they)

The form of a personal pronoun depends on the function of the personal pronoun itself. The subject and object personal pronoun can be seen in the following table:

Table II.1
Types of Personal Pronouns

| Subject | Object | Possessive Adjective | Possessive Pronoun | Reflexive |
|------------|------------|----------------------|--------------------|-----------------|
| I | Me | My | Mine | Myself |
| You | You | Your | Yours | Yourself |

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| | | | | |
|--|-------------|--------------|---------------|-------------------|
| She | Her | Her | Hers | Herself |
| He | Him | His | His | Himself |
| It | It | Its | | Itself |
| We | Us | Our | Ours | Ourself |
| You pl. | You | Your | Yours | Yourself |
| They | Them | Their | Theirs | Themselves |
| Neutral reflexive – oneself or one's self | | | | |

Types of Personal Pronouns According to Frank (1972 p.19)

From the table above, it can be explained that speech naturally presupposes people, they are: a person who speaks and a person who is spoken to (Eckserley, 1973:97) in other words, the word *I* and *we* are pronouns of the first person. *I* is called the first-person singular form, while *we* is called the first person of plural form. *You* is the pronoun of the second person. Beyond these two persons, persons or things that are spoken about are called the third-person plural form; they are *he*, *she*, and *it*. And *they* are called the third-person singular forms.

Example:

Incorrect: John is my teacher. John is in the classroom

Correct: John is my teacher. He is in the classroom.

Incorrect: Tia needs a book. She needs a book to read.

Correct: Tia needs a book. She needs it to read.

Incorrect: Iwan is my friend. Iwan is at my house.

Correct: Iwan is my friend. He is at my house.

Incorrect: Andi and Rian play volleyball. Them plays volleyball every afternoon.

Correct: They play volleyball every afternoon.

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4. Subjective Pronouns

A subject pronoun acts as the verb. Its actions as the subject of a sentence. William (2005 p.62) states *When a noun or pronoun is functioning as a subject, it is in the topic in a sentence*. It is a pronoun form to substitute a noun or a noun phrase as a subject in a sentence. It can be a place, person, thing, event, substance, or quality. There are seven types of subjective pronouns. They are I, you, we, they, she, he, and it. I, you, she, he, and it, are included in the singular form. They are used to replace the named person or a noun. Especially, She and he are used to a specific appearance. She is used for a feminine appearance, for example, mother, sister, aunt, and names female. He is applying to a masculine appearance example, father, brother, uncle, and names male.

Example:

- a. A feminine appearance: Luna is a good athlete.

She is a good athlete.

(The pronoun she replaces Luna)

The tall young lady is making so noisy.

She is making so noisy.

(The pronouns she replaces the tall young lady)

- b. A masculine appearance: Your brother was sick.

He did not come to class.

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(The pronoun he replaces your brother)

John invites watching movies tonight.

He has a good new movie.

(The pronoun he replaces John)

They and we are included in a plural form that is used to replace nouns or noun phrases as a subject in a sentence.

Example:

They: The beans and tomatoes are fresh-picked.

They are healthy food.

(The pronoun they replace the beans and tomatoes)

The clever young children win the science competition.

They acquire the science competition.

(The pronoun they replace the clever young children)

We: My friends and I want to go to the beach next week.

We want to spend our time there.

(The pronoun we replace my friends and me)

My families go to a restaurant once a week.

We go to a restaurant once a week.

(The pronoun we replace my families)

Especially the pronoun *you* can be included in singular or plural form. It is included in singular form when *you* are used to substituting in

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singular noun or noun phrase, and *you* are included as plural form when it is placed in plural noun or noun phrase. Therefore, we can use subjective pronouns as a subject in a sentence to make it clear.

Example: I am asked to meet Ms. Rina.

Rani says that you should come to Ms. Rina's room.

The pronoun *you* in the indirect sentence is a singular form because you refer to me.

Both of the children were asked to be silent because of a special guest coming.

Mother said that you asked me to study hard tonight.

you in the indirect sentence that replaces both of the children in a plural form.

5. Objective Pronouns

An objective pronoun acts as the object of a sentence. Williams (2005:62) states *When functioning as an object, it is in the objective case*. It receives the actions of the verb. An objective pronoun is used to replace a noun or a noun phrase as an object. It can be a plant, thing, living animal, or person. There are some kinds of objective pronouns. They are *me, you, him, her, it, them, and us*.

Me, you, him, her, and it belong to singular form while *they and we* calculate on the plural form. All of them are placed as an object in a

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sentence because they are affected by an action. Besides, the existences always are affected by verbs so that an object relates to the verb. The function of objective pronouns can be as a direct object and an indirect object.

Example:

A direct object: They invited me last week.

John speaks to you.

The money was given to us.

An indirect object: My mother gives me the money.

Marcel talked them all to the circus.

They tell her a horror story.

From the examples, we can say that a direct object is an object which receives the action of the verb directly. Moreover, an indirect object is an object which receives the activity of the verb indirectly.

B. Relevant Research

According to Syafi'i (2007 p.122), *relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself*. Besides, it is hoped to analyze what the point is focused on information, the designs, and conclusion of the previous research, that of:

1. Netri Yus Indah, (2011), *The Students Ability in Using Personal Pronoun AS Subject and Object in Simple Sentence at MTs Muallimin*

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Muhammadiyah Bangkinang, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Her thesis focuses on students' ability to use personal pronouns as subjects and objects in simple sentences. Some of the students did not fully understand the function of personal pronouns taught then also they did not know what appropriate personal pronouns should be applied in a sentence. In reality, students studied English at Elementary School for three and two years at junior high school. However, their proficiency in English, especially grammar is still far from the expectation. The objectives of this research were to find out the students' ability in using personal pronouns and to know the factors that influence students' ability in using personal pronouns. In this study, the writer took 100% of 30 students, namely 30 students as a sample. To obtain the level of the students' ability in using the personal pronoun, the writer used the following criteria:

80- 100 % Very good

66-79% Good

56-65% Enough

40-45% Less

30-39% Fail

Finally, following the writer's investigation, the student's ability in using personal pronouns as subject and object was categorized into fair levels 48, 73. Therefore, the factors that influence the students' ability in

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using the personal pronoun as subject and object are: students were not interested in learning English, the students did not follow the material during the teaching and learning English process, the students did not practice their grammar every day, the limitation of English grammar books often influences the students in mastering grammar, the students never review the lesson at home.

2. Nur Islami, (2004), *The students' ability in using personal pronoun and possessive pronoun at Mts N Naumbai Air tiris*.

In his research, he found out some factors that influenced the students' score in understanding grammar, especially in using the personal pronoun as subject and object and possessive pronoun. Firstly; the limited time, so the teacher did not have enough time to explain the subject, especially for the grammatical rule explanation. Secondly, the students were not motivated to study English. Consequently, the students were noisy when they were taught about the teacher gave lessons and they never cared whether the students understood or not. Thirdly, a large number of students in the classroom made it the teacher difficult to manage the class well. On the other hand, some of the students said the teacher looked very serious, never smiled, and never made such kind of intermezzo.

In previous research, the writers focus on the factors that influenced the students' scores in English text, especially in personal pronouns. In this research, the writer will not focus on the cause but the

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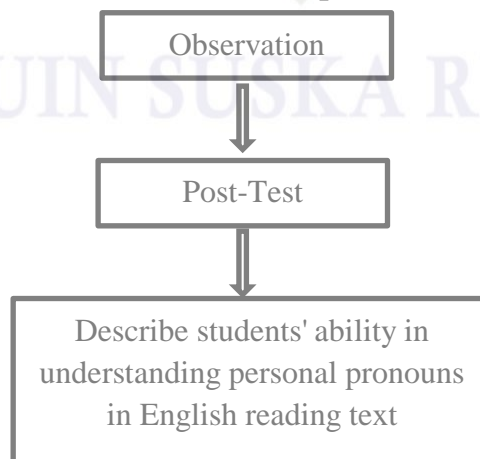
writer will only analyze the students' scores in English reading text and describe how the students' understanding is based on their scores.

C. Operational Concept

According to Syafi'i (2011 p.122), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in a research paper. It means that it is used to explain the theoretical framework to avoid misunderstanding and misinterpretation of the research.

According to Creswell (2003 p.514), research primarily uses the post-positivist approach to develop knowledge when quantitative research is selected (i.e cause and effect thinking, use of measurement and observations, and test of theories), employs strategies of inquiry such as experiment and surveys, and collects data on predetermined instruments that yield statistical data.

Table II.2
The Scheme of the Conceptual Framework

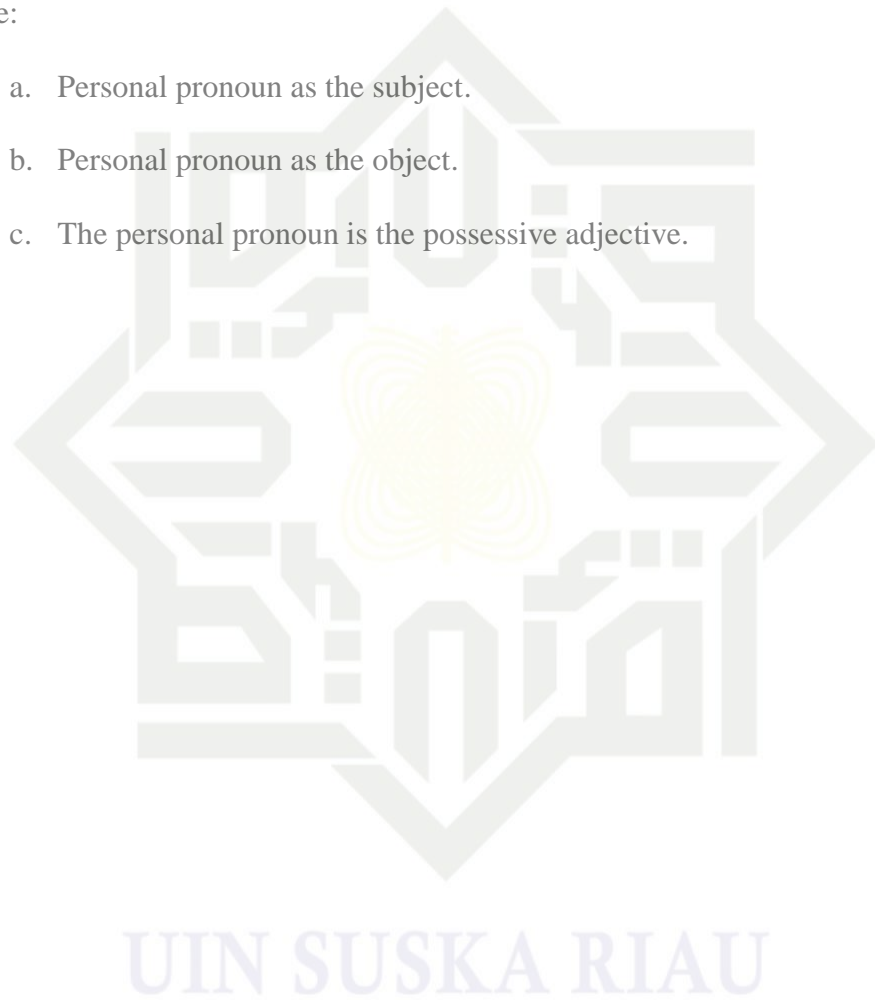


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The researcher fixed the indicator to become guidance in arranging the test. The measure is as follows:

1. The indicators of the understanding of personal pronouns in reading texts are:
 - a. Personal pronoun as the subject.
 - b. Personal pronoun as the object.
 - c. The personal pronoun is the possessive adjective.



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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

According to Sugiyono (2012 p.13), descriptive research is research conducted to determine the value of the independent variable, either one or more variables (independent) unaccompanied with making comparisons or making correlations with other variables.

This means descriptive research was a study conducted to determine a variable, besides the variable was one or even more without making a comparison or connection with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques. The subject of the study was the first-grade students at SMPN 1 Singingi, while the object of the research was the students' ability in understanding personal pronouns in reading text.

B. The Location and Time of the Research

This research was conducted at the first-grade students of SMPN 1 Singingi. It was conducted in February 2021.

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C. The Subject and the Object of the Research

The subject of this research was the first-grade students of State Junior High School 1 Singingi, Regency of Kuantan Singingi. The object of this research was students' understanding of personal pronouns.

D. The Population and Sample of the Research

1. Population

The population represents the entire research subject. Nawawi (2003) in Iskandar (2009 p.118) stated that population is a total of subject research which can consist of a human being, object, animal, flora, and symptom, assess the test or event as a data source owning determined characteristics in research.

According to Sudjana (2005 p. 74), the population is the totality of all values which is possible, the result of count/calculation or measurement, qualitative hit certain characteristics from all clear and complete corps members which are learned by nature. The population of this research was the first-grade students at State Junior High School 1 Singingi at Kuantan Singingi in the 2019/2020 academic year students' were assumed to have the same level of proficiency and the same background. The total numbers of first-grade students were 40 students' then it was divided into two classes. Each class contains 20 students then they there were heterogeneous.

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Table III.1
The population of the first-grade students at SMPN 1 Singingi

| Classes | Number of Students |
|---------|--------------------|
| VII.1 | 20 |
| VII.2 | 20 |
| Total | 40 |

2. Sample

According to Sugiyono, a sample is a part or number and characteristic possessed by the population. When the population is large, and the researchers are not able to learn everything in the population, for example, because of the funding, energy, and time, the researchers will take samples from that population. What is learned from the sample, the conclusion was applied to the population. For that sample taken from the population must be representative (Sugiyono, 2011).

According to Yatim Rianto (1996 p.60), the random cluster sampling technique is used when the population found a heterogeneous population, which subpopulation is a group cluster that has a heterogeneous nature. Cluster sampling refers to a type of sampling method. With cluster sampling, the researcher divides the population into separate groups, called clusters. Each cluster's population was diverse and had a similar distribution of characteristics as the distribution of the population as a whole and also covered the entire population. The researcher conducted this analysis on data from the sampled clusters. In this research, the researcher took 20 students as the sample to analyze the personal pronouns in 20 students as the sample to analyze the personal

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pronouns in reading text. The sample of this research was the students in class VII.1. Class VII.1 was the representation of the entire population and the researcher randomly selecting and sampling from clusters.

Table III.2
Sample of the first-grade students at SMPN 1 Singingi

| Class | Number of students |
|-------|--------------------|
| VII.1 | 20 |

E. The Techniques of Collecting Data

The instrument of this research was a test to analyze students' mastery of grammar, especially about personal pronouns. The test was constructed based on the text, which consisted of 2 texts. The first test consists of 13 items, then the second text consists of 7 items. So, there were 20 questions for this research. The material of the test was taken from the students' English book for junior high school and English Pronoun Worksheet. The test was administered in 45 minutes. The first 30 minutes was used to answer the questions and the rest was used to read the text. According to Harris (1969 p.64) in answering the reading test, one minute is enough for one item.

Table III.3
Blue Print of Students' Pronouns

| No | Indicators | Number |
|----|--|--|
| 1 | Personal pronoun as subject (I, It, We, I, It). | 1, 2, 4, 11, 16 |
| 2 | Personal pronoun as the object (Her, Her, Her, Me, Him, Him, Me, Her, Us, Him Us). | 5, 6, 7, 9, 10, 12, 14, 15, 18, 19, 20 |
| 3 | The personal pronoun is a possessive adjective (His, His, His, Our). | 3, 8, 13, 17 |

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The researcher analyzed the data obtained by the data collection techniques. The researcher used the reading test, the research intended to describe the current condition by collecting the data from the reading test to **know the students' understanding of personal pronouns**. Then, to classify the scores obtained by the students, the researcher was establishing five categories: Very Good, Good, Enough, Less, and Fail.

Table III.4
The Classification of Students' Score

| Score | Categories |
|--------|------------|
| 80-100 | Very Good |
| 66-79 | Good |
| 56-65 | Enough |
| 40-55 | Less |
| 30-39 | Fail |

(Adapted from Arikunto, 2009 p.223)

The researcher used this classification to know the level of ability of understanding personal pronouns. The students got Very Good if this score reaches 80 - 100. This score meant the students easily mastery level the vocabulary. If the students were in the range 30-39 the level of ability falls into FAIL. **It meant the students' understanding of personal pronouns was low.**

The percentage of the students who can answer the test correctly is calculated by using the following formula:

$$P = \frac{X}{N} \times 100\%$$

Where:

P = Percentage

X = Number of frequency

N = The Number of Students

(Hatch and Farhady, 1982 p.43)



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CHAPTER V

CONCLUSIONS AND RECOMMENDATION

A. The Conclusion

In this research, the researcher focused on finding out how the ability of the first-grade students of SMPN 1 Singingi in personal pronouns in the reading text was. The data presentation and data analysis in chapter IV described that the total scores of the students' test were 1545 and the mean score range of the students' ability in using personal pronouns in the reading text was 77.25. Based on the calculation, 10 students (50%) were classified into VERY GOOD, 7 students (35%) were classified into a GOOD level, 1 student (5%) was classified into ENOUGH level, 2 students (10%) were classified into LESS level and none of the students was classified into FAIL level. In addition, the researcher concluded the personal pronoun in using reading text was categorized into a *GOOD* level. 20 students of SMPN 1 Singingi participated in this research.

B. Suggestions

Some suggestions can be taken based on the findings and discussion of this study, especially for English teachers, the students, and other researchers to enrich the knowledge of personal pronouns. Hopefully, those suggestions were useful for the readers.

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1. For English Teachers

The teachers should give more portions of teaching personal pronouns in learning grammar. They can use various ways in teaching the lesson. For example, they can teach personal pronouns by using things surrounding the class. Furthermore, they can use personal pronouns in daily communication with the students when they teach them genre. The pronouns lesson can be inserted in the genre lesson. In addition, they can give the students some exercises of personal pronouns in written text or spoken activity. The teachers give the students the written exercises when they learn genres. The exercises could be in the form of "belongs to" or "refers to" questions. For spoken exercises, they can give the students a game question-answer.

2. For the students

It is suggested for the students to ask the teacher if they find some difficulties with personal pronouns. Moreover, they can ask and discuss the difficulties with other students. They can join discussion activities. Furthermore, they can practice personal pronouns in daily activities when they are talking with their friends or others. In addition, they can improve their abilities in using personal pronouns by reading English books, watching English movies or English programs on television, or listening to English songs.

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3. For other researchers

Anyone who wants to research personal pronouns can read this study. This study presents some knowledge about personal pronouns that may be needed by other researchers. I hope that this study would help them and be useful for other researchers.



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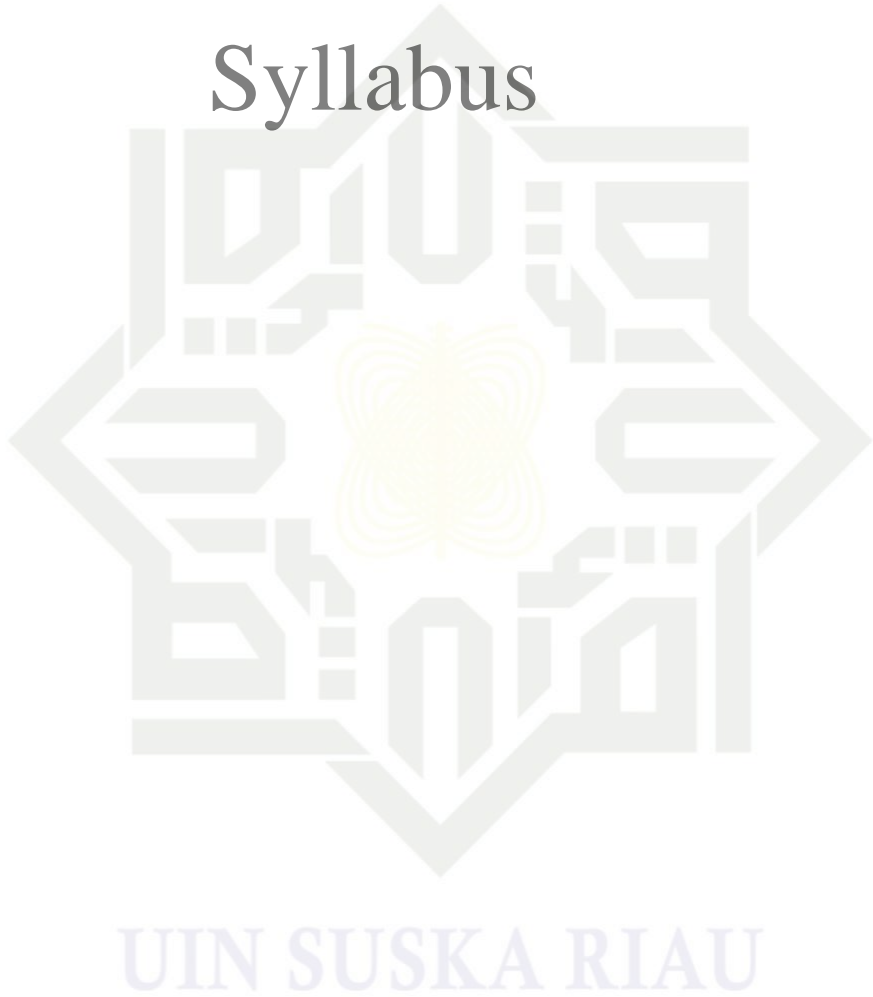
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Appendix 1

Syllabus





SILABUS

SMP NEGERI 1 SINGINGI
Bahasa Inggris
VII / Ganjil
2020/2021

SMP NEGERI 1 SINGINGI
Bahasa Inggris
VII / Ganjil
2020/2021

2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|---|--|---|---------------|---|---|
| 1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya | <ul style="list-style-type: none"> Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> Ungkapan-ungkapan yang lazim digunakan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | <p>3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru.</p> <p>3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.</p> | <ul style="list-style-type: none"> Menyimak video beberapa contoh percakapan. Mengidentifikasi ungkapan yang sedang dipelajari Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. | 3 Pertemuan | <ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan LKS Bahasa Inggris, Kelas VII, Edisi Revisi 2017 | <ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamata, Portofolio/ unjuk kerja |
| 2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks | <ul style="list-style-type: none"> Fungsi sosial Berkenalan, | 3.2.1 Mengidentifikasi ungkapan yang digunakan untuk | <ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh | 3 Pertemuan | <ul style="list-style-type: none"> Kementerian Pendidikan dan | <ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, |



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|--|--|---|---------------|--|---|
| <p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)</p> | <p>memperkenalkan diri sendiri/orang lain.</p> <ul style="list-style-type: none"> Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) Subjek Pronoun: <i>I, You, We, They, He, She, It</i> Kata ganti possessive <i>my, your, his, dsb.</i> | <p>memperkenalkan jati diri</p> <p>3.2.2 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri</p> | <p>pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Merespon pertanyaan tentang jati diri. | | <p>Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <ul style="list-style-type: none"> LKS Bahasa Inggris, Kelas VII, Edisi Revisi 2017 | <p>pengamata, Portofolio/ unjuk kerja</p> |
| <p>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama, hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks</p> | <ul style="list-style-type: none"> Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) | <p>3.3.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris</p> <p>3.3.2 Memahami penggunaan cardinal number dan ordinal number</p> <p>4.1.1 Melakukan tindak</p> | <ul style="list-style-type: none"> Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun | 4 Pertemuan | <ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan | <ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamatan, Portofolio / unjuk kerja |



| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|---|---|--|--|---------------|---|--|
| <p>penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau diseminasi. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p> | <ul style="list-style-type: none"> Unsur kebahasaan <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, of May</i>) Waktu (lisan): <i>at one, at ten to seven, at a quarter past eight</i> Waktu (tuliskan): <i>01:00; 02:15; 06:50; 08:15</i> Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) | <p>tutur menyebutkan nama-nama bulan dengan percaya diri</p> | <ul style="list-style-type: none"> Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar | | <p>Kebudayaan.</p> <ul style="list-style-type: none"> LKS Bahasa Inggris, Kelas VII, Edisi Revisi 2017 | |
| <p>4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan</p> | <ul style="list-style-type: none"> Fungsi sosial Mengidentifikasi dan menyebutkan | <p>3.4.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama</p> | <ul style="list-style-type: none"> Mencermati beberapa teks pendek berisi penyebutan benda- | 2 Pertemuan | <ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. | <ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamatan, |



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|---|--|--|---------------|---|---------------------------------|
| <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau diseminasi ilmu pengetahuan.</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> | <p>berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</p> <ul style="list-style-type: none"> Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik Penyebutan benda dengan <i>a, the</i>, bentuk jamak (<i>-s</i>) Penggunaan kata penunjuk <i>this, that, these, those ...</i> Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat | <p>dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari</p> | <p>benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang | | <p>2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> LKS Bahasa Inggris, Kelas VII, Edisi Revisi 2017 | <p>Portofolio / unjuk kerja</p> |

Hak Cipta Dilindungi Undang-Undang

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Appendix 2

Research Instrument





INSTRUMENT

NAME: _____
CLASS: _____
SCHOOL: _____

Read the text below. Choose the correct answer of personal pronouns and then circle it.

Example: That's my father. Him/his name is Dave.

My Family

My family is my best family ever. My family is my friend that I/ My have ever known. I am gratefull to have family like my lovely family. My family consist of four people. It/He is a little family. There are my father, my mother, my brother, and I. My father's name is Nursidik. He is about 50 years old. His/He job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father always help me when Our/We need help.

My mother is the best one. Her/She name is Siti Khotiah. She is about 40 years old. She is a patient woman, friendly and calm. She is a teacher too. Almost her students loving She/Her because of her patience. She is the best chef ever. She/Her foods are always delicious.

Then, I have my little brother. His/He name is Dani. He is a humorous person. He is taller than Me/I. Whereas, he is 15 years old. He is about 6 years younger than me. He is very naughty, but like He/Him, he is the best listener. If I have a mistake Me/I tell Him/His, and He/His solved that problem. He is the one makes me forget the bad feeling. They are my best family. I love my family.

My sisters and I

Hello! I am Femi. Can you see me in the picture?

My sisters are with Me/My. They are Aqila and Aisyah. Aqila is taller than Aisyah, but I am taller than Her/She. Aqila is the youngest. She is in primary one. We attend the same school. It/Its is not far from Us/Our house. My dad takes Us/Our to school. He is a tall person. I love Him/His and he loves Us/Our.



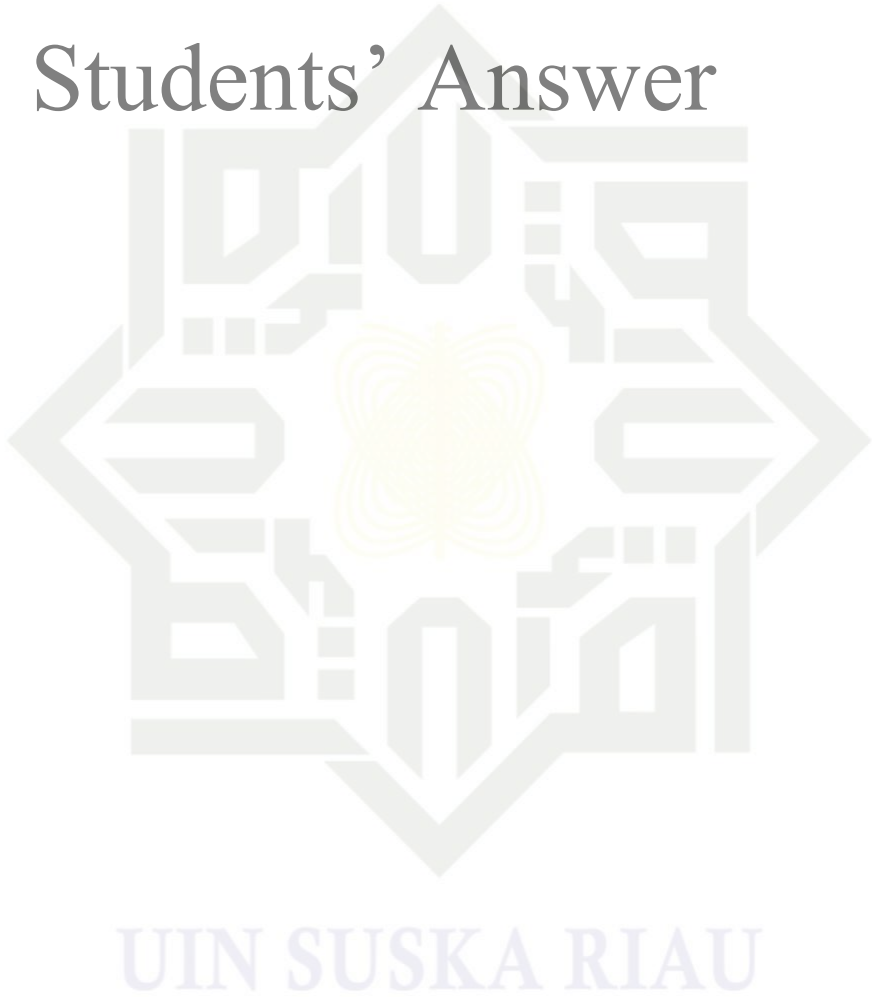
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 3

Students' Answer





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State Islamic University of Sultan Syarif Kasim Riau

INSTRUMENT

NAME: Galang rafriansyah

CLASS: 7

SCHOOL: SMPn 001 muara lembu

Read the text below. Choose the correct answer of personal pronouns and then circle it.

Example:

Dave is my father. Him/his name is Dave.

My Family

My family is my best family ever. My family is my friend that I/My have ever known. I am glad to have family like my lovely family. My family consist of four people. It/He is a little family. There are my father, my mother, my brother, and I. My father's name is Nursidik. He is about 50 years old. His/He job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father always help me when Our/We need help.

My mother is the best one. Her/She name is Siti Khotiah. She is about 40 years old. She is a patient woman, friendly and calm. She is a teacher too. Almost her students loving She/Her because of her patience. She is the best chef ever. She/Her foods are always delicious.

Then, I have my little brother. His/He name is Dani. He is a humorous person. He is taller than me. Whereas, he is 15 years old. He is about 6 years younger than me. He is very naughty, but like He/Him, he is the best listener. If I have a mistake Me/I tell Him/His, and He/His solved that problem. He is the one makes me forget the bad feeling. They are my best family. I love my family.

My sisters and I

Hello! I am Remi. Can you see me in the picture?

My sisters are with Me/My. They are Aqila and Aisyah. Aqila is taller than Aisyah, but I am taller than Her/She. Aqila is the youngest. She is in primary one. We attend the same school. It/Its is not far from Us/Our house. My dad takes Us/Our to school. He is a tall person. I love Him/His and he loves Us/Our.



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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan umum yang sah

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

INSTRUMENT

NAME: BUS RIAN PUTRA

CLASS: VII-1

SCHOOL: SMPN 1 Sengirai

Read the text below. Choose the correct answer of personal pronouns and then circle it.

Example:

His name is my father. His name is Dave.

My Family

My family is my best family ever. My family is my friend that I have ever known. I am so happy to have family like my lovely family. My family consist of four people. It is a little family. There are my father, my mother, my brother, and I. My father's name is Nursidik. He is about 50 years old. His job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father always help me when Our need help.

My mother is the best one. Her name is Siti Khotiah. She is about 40 years old. She is a patient woman, friendly and calm. She is a teacher too. Almost her students loving She because of her patience. She is the best chef ever. She foods are always delicious.

I have my little brother. His name is Dani. He is a humorous person. He is taller than me. Whereas, he is 15 years old. He is about 6 years younger than me. He is very naughty, but He is the best listener. If I have a mistake Me tell Him, and He solved that problem. He is the one makes me forget the bad feeling. They are my best family. I love my family.

My sisters and I

Hello! I am Dewi. Can you see me in the picture?

My sisters are with Me. They are Aqila and Aisyah. Aqila is taller than Aisyah, but I am taller than Her. Aqila is the youngest. She is in primary one. We attend the same school. It is not far from Our house. My dad takes Us to school. He is a tall person. I love Him and he loves Us.



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UIN SUSKA RIAU



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Hak Cipta dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

INSTRUMENT

NAME: Gona rosbina s

CLASS: 71

SMPn 001 muara lembu

Read the text below. Choose the correct answer of personal pronouns and then circle it.

Example:

My father's my father. Him/his name is Dave.

My Family

My family is my best family ever. My family is my friend that I My have ever known. I am grateful to have family like my lovely family. My family consist of four people. He is a little family. There are my father, my mother, my brother, and I. My father's name is Nursidik. He is about 50 years old. His/He job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father always help me when Our/We need help.

My mother is the best one. Her/She name is Siti Khotiah. She is about 40 years old. She is a patient woman, friendly and calm. She is a teacher too. Almost her students loving She/Her because of her patience. She is the best chef ever. She/Her foods are always delicious.

Then, I have my little brother. His/He name is Dani. He is a humorous person. He is taller than me. Whereas, he is 15 years old. He is about 6 years younger than me. He is very naughty, but like He/Him, he is the best listener. If I have a mistake Me/I tell Him/His, and He/His solved that problem. He is the one makes me forget the bad feeling. They are my best family. I love my family.

My sisters and I

Hello! I am Femi. Can you see me in the picture?

My sisters are with Me/My. They are Aqila and Aisyah. Aqila is taller than Aisyah, but I am taller than Her/She. Aqila is the youngest. She is in primary one. We attend the same school. It/Its is not far from Us/Our house. My dad takes Us/Our to school. He is a tall person. I love Him/His and he loves Us/Our.



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UIN SUSKA RIAU



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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, atau untuk keperluan lain yang tidak bersifat komersial.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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INSTRUMENT

NAME: ZAFAL SAIBUL SARUTRA

CLASS: 7

SCHOOL: SMP NEGERI 001 Muara Lembu

Read the text below. Choose the correct answer of personal pronouns and then circle it.

Example:

That's my father. His/his name is Dave.

My Family

My family is my best family ever. My family is my friend that I/My have ever known. I am so happy to have family like my lovely family. My family consist of four people. It/He is a little family. There are my father, my mother, my brother, and I. My father's name is Nursidik. He is about 50 years old. His/He job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father always help me when Our/We need help.

My mother is the best one. Her/She name is Siti Khotiah. She is about 40 years old. She is a patient woman, friendly and calm. She is a teacher too. Almost her students loving She/Her because of her patience. She is the best chef ever. She/Her foods are always delicious.

Then, I have my little brother. His/He name is Dani. He is a humorous person. He is taller than me. Whereas, he is 15 years old. He is about 6 years younger than me. He is very naughty, but He/Him he is the best listener. If I have a mistake Me/I tell Him/His, and He/His solved that problem. He is the one makes me forget the bad feeling. They are my best family. I love my family.

My sisters and I

Hello! I am Dewi. Can you see me in the picture?

My sisters are with Me/My. They are Aqila and Aisyah. Aqila is taller than Aisyah, but I am taller than Her/She. Aqila is the youngest. She is in primary school. We attend the same school. It/Its is not far from Us/Our house. My dad takes Us/Our to school. He is a tall person. I love Him/His and he loves Us/Our.



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UIN SUSKA RIAU



INSTRUMENT

Read the text below. Choose the correct answer of personal pronouns and then circle it.

Example:

That's my father. Him/his name is Dave.

My Family

My family is my best family ever. My family is my friend that I/My have ever known. I am so happy to have family like my lovely family. My family consist of four people. It/He is a little family. There are my father, my mother, my brother, and I. My father's name is Nursidik. He is about 50 years old. His/He job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father always help me when Our/We need help.

My mother is the best one. Her/She name is Siti Khotiah. She is about 40 years old. She is a patient woman, friendly and calm. She is a teacher too. Almost her students loving She/Her because of her patience. She is the best chef ever. She/Her foods are always delicious.

Then, I have my little brother. His/He name is Dani. He is a humorous person. He is taller than me/I. Whereas, he is 15 years old. He is about 6 years younger than me. He is very naughty, but like He/Him, he is the best listener. If I have a mistake Me/I tell Him/His, and He/His solved that problem. He is the one makes me forget the bad feeling. They are my best family. I love my family.

My sisters and I

Hello! I am Hemi. Can you see me in the picture?

My sisters are with Me/My. They are Aqila and Aisyah. Aqila is taller than Aisyah, but I am taller than Her/She. Aqila is the youngest. She is in primary one. We attend the same school. It/Us is not far from Us/Our house. My dad takes Us/Our to school. He is a tall person. I love Him/His and he loves Us/Our.



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Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 4

Recommendation Letters





PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Fanny Laina Tussifa
 Nomor Induk Mahasiswa : 11414200644
 Hari/Tanggal Ujian : Senin/12 Oktober 2020
 Judul Proposal Ujian : A STUDY ON THE FIRST GRADE STUDENTS' UNDERSTANDING OF PERSONAL PRONOUNS IN ENGLISH READING TEXT AT SMP N 1 SINGINGI.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

| NAMA | JABATAN | TANDA TANGAN | |
|--------------------------|------------|--|---|
| | | PENGUJI I | PENGUJI II |
| Dr. Samsi Hasan, M.H.Sc. | PENGUJI I |  | |
| Rizki Amelia, M.Pd, | PENGUJI II | |  |

Mengetahui
 a.n. Dekan
 Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.
 NIP. 19660924 199503 1 002

Pekanbaru, 07 Januari 2021
 Peserta Ujian Proposal



Fanny Laina Tussifa
 NIM. 11414200644

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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nomor : Un.04/F.II.4//PP.00.9/2593/2019
Sifat : Biasa
Lampiran : -
Halaman : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 11Februari 2019

Kepada
Yth. Kpeala Sekolah
SEKOLAH MENEGAH PERTAMA NEGERI 1 SINGINGI
Di

Tempat

Assalamualikaum warahmatullahi wabarakatuh

Dengan gormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau
menunjuk saudara sebagai pembimbing skripsi mahasiswa :

| | |
|----------------|--|
| Nama | : Fanny Laina Tussifa |
| NIM | : 11414200644 |
| Semester/Tahun | : X (Sepuluh) / 2019 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | : Tarbiyah dan Keguruan UIN Suska Riau |

Ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III



Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PEMERINTAH KABUPATEN KUANTAN SINGINGI
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAAHRAGA
SMP NEGERI 1 SINGINGI

Akreditasi A / SK 238/BAN-SM/KP-04/XI/2018

e-mail : smpn1_singingi@yahoo.com

Jl. Jend. Sudirman No. 111 Muaralembu Kec. Singingi Kab. Kuansing Kode Pos : 29563

SURAT IZIN RISET

Nomor : 023/896/SMPN-1/III/2019

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 1 Singingi :

Nama : **ANDRIYUAN, S.Pd**
NIP : 19710826 199512 1 001
Pangkat / Gol. : Pembina IV/a
Alamat : Desa Jake Kec. Kuantan Tengah Kab. Kuantan Singingi

Dengan ini mengizinkan kepada :

Nama : **FANNY LAINA TUSSIFA**
NIM : 11414200644
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Jenjang Pendidikan : S1
Alamat : Pekanbaru

Untuk melakukan riset di SMP Negeri 1 Singingi Kecamatan Singingi, Kabupaten Kuantan Singingi, Povinsi Riau.

Derikianlah Surat izin riset ini kami buat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Muaralembu, 15 Maret 2019

Kepala Sekolah



ANDRIYUAN, S.Pd

NIP. 19710826 199512 1 001

Tembusan disampaikan kepada yth :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru;
2. Yang bersangkutan;
3. Arsip.



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nomor : Un.04/F.II/PP.00.9/529/2021
: Biasa
: (Satu) Proposal
: **Mohon Izin Melakukan Riset**

Pekanbaru, 22 Januari 2021 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : FANNY LAINA TUSSIFA
NIM : 11414200644
Semester/Tahun : XIII (Tiga Belas)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A STUDY ON THE FIRST GRADE STUDENTS' UNDERSTANDING OF PERSONAL PRONOUNS IN ENGLISH READING TEXT AT SMP N 1 SINGINGI

Lokasi Penelitian : SMPN 1 SINGINGI

Waktu Penelitian : 3 Bulan (22 Januari 2021 s.d 22 April 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/38065
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/Il/PP.00.9/529/2021 Tanggal 22 Januari 2021**, dengan ini memberikan rekomendasi kepada:

| | |
|----------------------|---|
| 1. Nama | : FANNY LAINA TUSSIFA |
| 2. NIM / KTP | : 11414200644 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : A STUDY ON THE FIRST GRADE STUDENTS' UNDERSTANDING OF PERSONAL PRONOUNS IN ENGLISH READING TEXT AT SMP N 1 SINGINGI |
| 7. Lokasi Penelitian | : SMPN 1 SINGINGI |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 26 Januari 2021



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kuantan Singingi
3. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Telukkuantan
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
5. Yang Bersangkutan

REKOMENDASI

Nomor : 21/DPMPTSP-PNP/1.04.02.02/2021

Tentang

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Kuantan Singingi, setelah membaca Surat Rekomendasi dari DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU Nomor:503/DPMPTSP/NON IZIN-RISET/38065 tanggal 16 JANUARI 2021.

Dengan ini memberikan Rekomendasi kepada :

Nama : **FANNY LAINATUSSIFA**
No. IM : **11414200644**
Pendidikan : **PENDIDIKAN BAHASA INGGRIS**
Fakultas : **FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**
Jenjang Pendidikan : **S1**
Alamat : **PEKANBARU**
Judul Penelitian : **"A STUDY ON THE FIRST GRADE STUDENTS UNDERSTANDING OF PERSONAL PRONOUNS IN ENGLISH READING TEXT AT SMP N 1 SINGINGI"**
Untuk melakukan Penelitian di : **SMP N 1 SINGINGI**

Dengan ketentuan sebagai berikut :

Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan riset / pra riset dan pengumpulan data ini.

Pelaksanaan kegiatan riset / pra riset dan pengumpulan data ini berlangsung selama 3 (tiga) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Hasil riset / pra riset dan pengumpulan data dilaporkan kepada Bupati Kuantan Singingi melalui Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi.

Demikian rekomendasi ini diberikan agar digunakan sebagaimana mestinya, dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan riset / pra riset ini, dan terima kasih.

Dikeluarkan di : Teluk Kuantan
Pada Tanggal : 1 Februari 2021

Ditandatangani Secara Elektronik oleh :

Plt. Kepala Dinas Penanaman Modal
Pelayanan Terpadu Satu Pintu dan Tenaga Kerja
Kabupaten Kuantan Singingi,

MARDANSYAH S, Sos. MM
Pembina Tk. I, IV/b
NIP 19750806 200012 1 001



Tembusan : disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi di Teluk Kuantan;
2. Instansi terkait;
3. Arsip.



Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE).



PEMERINTAH KABUPATEN KUANTAN SINGINGI

DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA

SMP NEGERI 1 SINGINGI

Akreditasi A / SK 238/BAN-SM/KP-04/XI/2018

e-mail : smpn1.singingi@yahoo.com

Jl. Jend. Sudirman No. 111 Muaralembu Kec. Singingi Kab. Kuansing Kode Pos : 29563

REKOMENDASI

Nomor : 007/896/SMPN-1/II/2021

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 1 Singingi :

Nama : **ANDRIYUAN, S.Pd**
 NIP : 19710826 199512 1 001
 Pangkat / Gol. : Pembina Tk. I IV/b
 Alamat : Desa Jake Kec. Kuantan Tengah Kab. Kuantan Singingi

Menerangkan bahwa :

Nama : **FANNY LAINATUSSIFA**
 NIM : 11414200644
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
 Jenjang Pendidikan : S1
 Alamat : Pekanbaru

Telah melakukan Penelitian dan pengumpulan data untuk bahan penyusunan Skripsi dengan Judul **"A STUDY ON THE FIRST GRADE STUDENTS' UNDERSTANDING OF PERSONAL PRONOUNS IN ENGLISH READING TEXT AT SMP N 1 SINGINGI"** penelitian dilakukan mulai dari tanggal 3 Februari 2021 pada SMP Negeri 1 Singingi.

Demikianlah Surat Rekomendasi ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Muaralembu, 03 Februari 2021

Kepala Sekolah



ANDRIYUAN, S.Pd

NIP. 19710826 199512 1 001

Tembusan disampaikan kepada yth :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru;
2. Yang bersangkutan;
3. Arsip.

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un.04/F.II.4/PP.00.9/18267/2019

Pekanbaru, 20 Desember 2019

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada

Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : FANNY LAINA TUSSIFA

NIM : 11414200644

Jurusan : Pendidikan Bahasa Inggris

Judul : A Study on the Second Year Students' Understanding of Personal Pronouns in Reading Texts at SMPN 1 Singingi

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

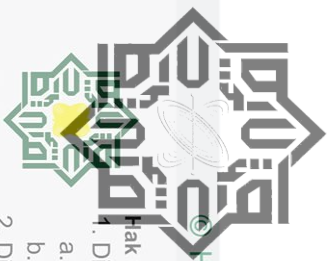
Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 5







Thesis Guide Activity





KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

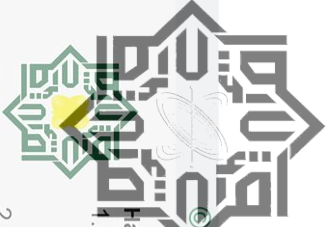
1. Temis yang dibimbing : PROPOSAL
 2. Seminar usul Penelitian :
 3. Penulisan Laporan Penelitian :
 4. Nama Pembimbing : HARUM NATASHA, S.Pd, M.Pd.
 5. Nomor Induk Pegawai (NIP) : 198203012009012012
 6. Nama Mahasiswa : FANNY LAINA TUSSIFA
 7. Nomor Induk Mahasiswa : 11414200644
 8. Kegiatan :

| No | Tanggal Konsultasi | Materi Bimbingan | Tanda Tangan | Keterangan |
|----|--------------------|--|---|------------|
| 1 | 20 Desember 2019 | Konsultasi |  | |
| 2 | 2 Maret 2020 | Background of the problem |  | |
| 3 | 25 Maret 2020 | Background of the problem, formulation of the problem, Review of related literature, |  | |
| 4 | 13 Mei 2020 | Research design and technique sampling |  | |
| 5 | 20 Mei 2020 | Technique sampling |  | |
| 6 | 5 Juni 2020 | ACC Seminar Proposal |  | |
| | | | | |
| | | | | |

Pekanbaru, 5 Juni 2020
Pembimbing,



HARUM NATASHA, S.Pd, M.Pd
NIP. 19820301 200901 2 012



KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : SKRIPSI

2. Seminar usul Penelitian :

3. Penulisan Laporan Penelitian :

4. Nama Pembimbing : HARUM NATASHA, S.Pd, M.Pd.

5. Nomor Induk Pegawai (NIP) : 198203012009012012

6. Nama Mahasiswa : FANNY LAINA TUSSIFA

7. Nomor Induk Mahasiswa : 11414200644

8. Kegiatan :

1. Disiapkan dan diinput sebagai atau seluruh karya tulis ini tanpa menandatangani dan menyebutkan sumber.

2. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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| No | Tanggal Konsultasi | Materi Bimbingan | Tanda Tangan | Keterangan |
|----|--------------------|---------------------------|--------------|------------|
| 1 | 12 January 2021 | ACC Instrument | | |
| 2 | 10 Maret 2021 | Technique sampling | | |
| 3 | 26 April 2021 | Revise technique sampling | | |
| 4 | 28 April 2021 | Revise | | |
| 5 | 29 April 2021 | Revise | | |
| 6 | 2 Mei 2021 | ACC Skripsi | | |
| | | | | |
| | | | | |

Pekanbaru, 2 Mei 2021
Pembimbing,

Harum Natasha, S.Pd, M.Pd.
NIP. 198203012009012012

Appendix 5

Documentation



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Documentation



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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Fanny Laina Tussifa, the daughter from Mr. Shobirin and Mrs. Suhasni, S.Pd, was born on June, 9th 1996 in Muaralembu. She lives at Jl. Datuk Bandaro, kec. Singingi, Kab Kuantan Singingi. She graduated from SD Negeri 01 Muaralembu, then continued her study at SMP Negeri 1 Singingi. In 2011, she entered SMA Negeri 1 Singingi continuing her study and finished it in 2014.

In 2014, she was accepted as one of students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2017, she was doing KKN (Kuliah Kerja Nyata) in Tanjung Pauh. She also was doing Pre-Service Teacher in SMP 32 Pekanbaru.

Finally, she followed thesis examination entitled "A Study on The First Grade Students' Understanding of Personal Pronouns in English Reading Texts at SMPN 1 Singingi"

UIN SUSKA RIAU